 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Mr. Vogel **Lesson #: 4 Facet: Self-Knowledge**  
**Grade Level: 10** **Numbers of Days: 2**   
**Topic: Historical Figures Post World War II**  
  
**PART I:**  
  
**Objectives**  
Student will understand that changes in government powers led to the rise of certain historical figures.  
Student will know Khrushchev, Eisenhower, Einstein.  
Student will be able to recognize key figures of the 1940s and 1950s.  
**Product: Museum Box**  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Content Area: Social Studies  
Standard Label: E1 Historical knowledge, concepts, themes, and patterns  
Grade Level Span: Grade 9-Diploma "World War 2 and Post War United States 1939-1961"  
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
  
**Rationale:**   
Students will understand historical influences in the United states by following historical figures and their actions during the 40s and 50s.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students will us flag it to keep track of critical information about the key figures in Post World War II era.  
**Section II – timely feedback for products (self, peer, teacher)**  
Self-assessment for the project will have a checklist to make sure key points and issues are met. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit.  
  
**Summative (Assessment of Learning):**  
Museum Box: (75 points) Use Museum box to follow a key figure's life story. Students should be thinking about who they want to follow prior to Museum Box being assigned. Once assigned during lesson four, students are expected to work continuously on it until the due date before lesson six. Students should compile a spread of different mediums in the Museum box. This includes but not limited to videos, music, pictures and journals of or on the historical figure.  
  
**Integration**  
**Technology:**   
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. In this lesson, students will use Museum box to compile a digital library of a historical figure from the 40s and 50s. This library would include journals, pictures, videos, or any other information students could find on the historical figure.  
  
**Content Areas:**   
English: Students will also be expected to answer short answer questions or write complete sentences on worksheets or assignments.  
Art: Students will need to be creative in choosing the different sources of information about their historical figure. The Museum box should be presented in an interesting and engaging manner.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the ladder graphic organizer to map out key political figures lives in the 40s and 50s. Students will participate in the Jigsaw exercise to each become proficient in a key figure of the 40s and 50s and share with the group.  
  
**Section II – Groups and Roles for Product**  
The Museum box project will be done individually. Each student will get to choose which historical figure they wish to follow. The recommended choices are Eisenhower, Einstein, and Khrushchev. The students will be allowed to come up with an alternative historical figure with teacher approval.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will share their different Post WWII important person with the class.  
**Logic:** Students will be allowed to create their own form of flag it system if the class model does not work.  
**Visual:** Students will look up pictures and videos to put in their museum box for the key figure in Post WWII they are following.  
**Musical:** Students can follow a musician or artist that had an impact on the reconstruction of Europe after WWII for their project.  
**Intrapersonal:** At several points, the students will be allowed to share their choices for flag it placements on Post WWII in groups.  
**Interpersonal:** The flag it exercise allows each student the chance to pick what individually they deem important information about key figures in the 40s and 50s.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Students who are absent for a whole lesson will need to work with other students to catch up on notes. Students can see the teacher to obtain missed assignments and make up quizzes or other forms of assessment. The Student must check in with the teacher about the missed lesson before the end of the next lesson.  
  
**Extensions**  
  
**Type II technology:**  
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. In this lesson, students will use Museum box to compile a digital library of a historical figure from the 40s and 50s. This library would include journals, pictures, videos, or any other information students could find on the historical figure. Museum box is type II because students would be able to compile multiple methods of sharing information into one place. Students would need to think critically on what is worthy of being used in the Museum box.  
  
**Gifted Students:**  
Students who understand the material covered in the class will have a variation on the product. Instead of following a historical figure for the Museum box, an event or idea created or caused by a historical figure would be followed instead.  
  
**Materials, Resources and Technology**  
Laptops (Museum box account, and access to internet to find information) - needed to create a Museum box  
Projector - needed to present historical figure's Museum box  
Rubrics - scoring sheet for teacher and overview for students on their historical figure\  
Graphic Organizer - students will use in an activity to write notes key historical figures of the 40s and 50s  
  
**Source for Lesson Plan and Research**  
  
<http://www.nobelprize.org/nobel_prizes/physics/laureates/1921/einstein-bio.html> -- Albert Einstein website  
  
<http://www.whitehouse.gov/about/presidents/dwightdeisenhower> -- Dwight D. Eisenhower website  
  
<http://www.pbs.org/redfiles/bios/all_bio_nikita_khrushchev.htm> -- Nikita Khrushchev website  
  
<http://museumbox.e2bn.org/> -- Museum box website  
  
[http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm) -- Cooperative Learning Website from Practicum 2013 class wiki  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
Room Arrangement: Desks will be paired up and placed in rows and columns.  
  
Day One: Khrushchev, Eisenhower, and Einstein (80 min)  
**Review activity** (10 min): Review of lesson 3  
**Hook** (10 min): Story of how Khrushchev took office after Stalin  
**Presentation** (20 min): Presentation on Khrushchev, Eisenhower, and Einstein  
**Ladder Graphic Organizer** (10 min): Students will complete the ladder graphic organizer for at least two historical people  
**Flag it** (10 min): Students will have some time to share with each other what notes they have flagged  
**Jigsaw Exercise** (10 min): Teacher will assign the piece of the jigsaw to each student  
**Museum box** (10 min): Students will sign up for who they will follow for the Museum box.  
  
Day Two: Historical Person Free for All (80 min)  
**Jigsaw Exercise** (20 min): Students will get into groups based on their piece of the jigsaw and present to the group what they found.  
**Ladder Graphic Organizer** (20 min): Students will complete the two graphic organizers on the historical figures they chose  
**Flag it** (10 min): Students will share with a different partner what notes they have flagged.  
**Class Presentation** (15 min): As a class each group will present information about their historical person from the jigsaw exercies  
**Museum box** (15 min): The teacher will use this time to look over student progress on the product  
  
Students will understand that changes in government powers led to the rise of certain historical figures. Students will recognize key figures of the 40s and 50s is critical due to the impact of their actions on our lives today. Each key figure is responsible for many of the advances that occurred today for better or worse. It is important for students to understand how past figures impact their lives today. *Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* The teacher will tell the story of Khrushchev rise to power and how he obtained office. Though this particular hook will be mostly the teacher explaining the story, the students will have the opportunity to ask questions.  
**Where, Why, What, Hook Tailors:** Verbal, Logical, Interpersonal, Intrapersonal  
  
  
Students will know Khrushchev, Eisenhower, and Einstein (see content notes). Students will use the ladder graphic organizer to map out key political figures lives in the 40s and 50s. The teacher will provide some overarching points of interest to the students. However, it is up to the students to find more information about their key figure. The students will have to fill out two graphic organizers each on one key figure. The students can use the internet (provided they use reliable websites) or the class textbook. Students can work with those seated next to them. Students will participate in the Jigsaw exercise to each become proficient in a key figure of the 40s and 50s and share with the group. The teacher will assign each group a key figure and each student in the group a piece of information of that key figure to find out more. The students will research their given topic and report to their group on day two the findings. The graphic organizer and jigsaw exercise are used to help students become more familiar with multiple aspects of a key figures lives. In addition, the process of finding the information will improve their researching skills and provide a better understanding on how to find credible information. Students will us flag it to keep track of critical information about the key figures in Post World War II era. The flag it exercise is a method of teaching students how to take notes. During class students will have the opportunity to share with each other what they chose to flag. This will give the students the chance to go over the notes while sharing new information that is deemed important. The teacher will also have the opportunity to share his/her own method of flag it. Each student will receive a set of sticky notes and put them next to each piece of information they find that is important. Self-assessment for the project will have a checklist to make sure key points and issues are met.  
**Equip, Explore, Rethink, Tailors:** Verbal, Logical, Intrapersonal, Visual  
  
  
Students will use Museum box to follow a key figure's life story. The Museum box project will be done individually. Each student will get to choose which historical figure they wish to follow. The recommended choices are Eisenhower, Einstein, and Khrushchev. The students will be allowed to come up with an alternative historical figure with teacher approval. The Museum box product will be reinforced by the classroom activities. Students will have already been exploring key figures of the 40s and 50s. The teacher will also be able to review the student process and their abilities to gather information on a key figure from the resources provided to them. Students have the option of getting another student to go over their Museum box and provide feedback. The students will be notified of the project ahead of time so they can gather information and media sources as they complete other products and classwork. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit the Museum box.  
**Explore, Experience, Revise, Refine, Tailors:** Musical, Verbal, Visual, Logical, Naturalistic, Intrapersonal, Interpersonal  
  
Each student will be given a checklist to make sure they have completed each part of the Museum box. The teacher will use a rubric to grade the Museum box but the students have the option of showing the Museum box in front of the class and receiving peer feedback.  
**Evaluate, Tailors:** Interpersonal, Verbal, Intrapersonal, Logical  
  
**Content Notes**   
Students will know…..   
  
Einstein: A man of science and often described as a genius. Einstein was critical during World War II for alerting President Roosevelt to Hitler's possible attempts to develop a atomic weapons. Einstein assisted with the development of the Manhattan Project. He supported Allied victory during the war. However, Einstein was against the use of nuclear fission as a weapon.  
  
Eisenhower: Eisenhower was the wartime hero of World War II. He became president of the United States and a Republican. Eisenhower is critical concerning American democracy and foreign policy because he defeated opponents who were non-interventionists. As president, Eisenhower increased the involvement the US had with other nations in the world.  
  
Khrushchev: Khrushchev quickly rose to power after Stalin. He became the first successor to the USSR and became a major figure in world history. As the leader of the USSR, he was a figure that was opposed and rivaled by the US. Khrushchev was an interesting leader as his policies initially were in line with Stalin ideals but he made several failed attempts to change Stalin's more radical policies. Khrushchev also tried and failed to solve the USSR's agricultural crisis.  
  
  
**Handouts**  
Rubrics  
Ladder Graphic Organizer  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
All assignments will be handed out with a discussion in class along with a checklist covering all information needed to complete the assignment. The teacher will be available to answer any questions or concerns the student has regarding class content or expected work.  
  
***Microscope:***  
Students will be provided all the resources used in the class during presentations and activities. This will allow the students opportunities to look more in depth in the content covered in the classroom.  
  
***Puppy:***  
Each student is encouraged to share their ideas or thoughts concerning the topic being discussed. A significant portion of lesson one involves discussion between students. The discussions usually will involve small groups so the student does not feel pressured to speak to the whole class.  
  
***Beach Ball:***  
Besides covering the required parts of the checklist, the students are free to chose and add any other information or detail into their assignments.  
  
***Rationale:***   
I prefer to formalize the assignments in writing so the clipboards and microscopes know what information is expected from them. Otherwise many of the activities are free and hopefully engaging so the Beach Balls and Puppies have the opportunity to express themselves freely without being pressured into getting their answers right or wrong.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
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***Rationale:***  
The flag it appeals to students who are Beach Balls and Puppies so they can choose what information they believe is important and can share with others to get ideas. The Checklists are for students who are Clipboards or Microscopes and wanted a structured way of expressing their learning. The Museum box will appeal to all learning styles and show their learning of the class material.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(see Content Notes)  
  
***MLR or CCSS:***  
*Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.*  
  
***Facet:***  
Self-Knowledge: Student will be able to recognize key figures of the 1940s and 1950s.  
  
***Rationale:***   
The standard will be covered because the students will be able to recognize the influence the historical figures of the 40s an 50s had on American democracy.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will share their different Post WWII important person with the class.  
**Logic:** Students will be allowed to create their own form of flag it system if the class model does not work.  
**Visual:** Students will look up pictures and videos to put in their museum box for the key figure in Post WWII they are following.  
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***Type II Technology:***  
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. In this lesson, students will use Museum box to compile a digital library of a historical figure from the 40s and 50s. This library would include journals, pictures, videos, or any other information students could find on the historical figure.  
  
***Rationale:***   
Students will have the opportunity to explore the Museum box program in a way that compliments their strong multiple intelligences. In addition the students will be encouraged to use their weaker multiple intelligences in a safe environment.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
A: Students will be able to explore new ways of expressing their ideas in class through the Museum box project. In addition, the class discussions will provide a safe learning environment for students to express their ideas or thoughts on the material being covered in class.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:***  
C: The Teacher will encourage and address different ways for students to accomplish the task set before them. Students will be able to demonstrate their understanding in a learning style they prefer and in coordination with the multiple intelligence they are strongest with.